

BROWNS FERRY ELEMENTARY

7292 Browns Ferry Road
Georgetown, South Carolina 29440

GRADES PK-5 Elementary School

ENROLLMENT 238 Students

PRINCIPAL Dr. Peggie Grant 843-527-1325

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

4

14

67

48

3

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

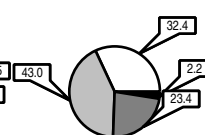
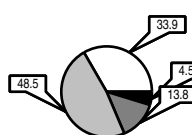
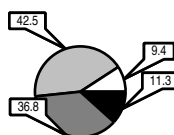
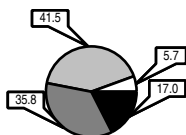
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	120	100.0	14.3	40.2	34.8	10.7	60.7	Yes	Yes
Gender									
Male	72	100.0	20.0	35.4	35.4	9.2	55.4		
Female	48	100.0	6.4	46.8	34.0	12.8	68.1		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	119	100.0	13.5	40.5	35.1	10.8	61.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	86	100.0	2.5	40.7	43.2	13.6	77.8		
Disabled	34	100.0	45.2	38.7	12.9	3.2	16.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	100.0	14.3	40.2	34.8	10.7	60.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	120	100.0	14.3	40.2	34.8	10.7	60.7		
Socio-Economic Status									
Subsidized meals	103	100.0	15.8	40.0	35.8	8.4	58.9	Yes	Yes
Full-pay meals	17	100.0	5.9	41.2	29.4	23.5	70.6		

Mathematics - State Performance Objective = 15.5%									
All Students	120	100.0	10.7	39.3	33.9	16.1	65.2	Yes	Yes
Gender									
Male	72	100.0	10.8	49.2	30.8	9.2	55.4		
Female	48	100.0	10.6	25.5	38.3	25.5	78.7		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	119	100.0	9.9	39.6	34.2	16.2	65.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	86	100.0	4.9	33.3	40.7	21.0	75.3		
Disabled	34	100.0	25.8	54.8	16.1	3.2	38.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	100.0	10.7	39.3	33.9	16.1	65.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	120	100.0	10.7	39.3	33.9	16.1	65.2		
Socio-Economic Status									
Subsidized meals	103	100.0	11.6	41.1	35.8	11.6	63.2	Yes	Yes
Full-pay meals	17	100.0	5.9	29.4	23.5	41.2	76.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	42	100.0	2.9	38.2	41.2	17.6	58.8
	Grade 4	35	100.0	13.8	31.0	55.2	N/A	55.2
	Grade 5	40	100.0	24.2	63.6	12.1	N/A	12.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	44	100.0	11.6	16.3	44.2	27.9	72.1
	Grade 4	36	100.0	14.3	54.3	31.4	N/A	31.4
	Grade 5	40	100.0	21.1	55.3	23.7	N/A	23.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	42	100.0	N/A	64.7	23.5	11.8	35.3
	Grade 4	35	100.0	10.3	24.1	31.0	34.5	65.5
	Grade 5	40	100.0	6.1	75.8	12.1	6.1	18.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	44	100.0	7.0	48.8	37.2	7.0	44.2
	Grade 4	36	100.0	14.3	28.6	25.7	31.4	57.1
	Grade 5	40	100.0	13.2	44.7	31.6	10.5	42.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 238)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.8%	N/A	3.6%	2.7%
Attendance rate	99.6%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.3%		5.3%	3.5%
Eligible for gifted and talented	5.9%	Down from 8.3%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Up from 9.3%	8.0%	8.2%
Older than usual for grade	3.4%	Up from 2.9%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	47.8%	Up from 46.2%	48.7%	51.4%
Continuing contract teachers	82.6%	Up from 69.2%	81.8%	87.5%
Highly qualified teachers**	91.7%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.2%	0.0%
Teachers returning from previous year	79.4%	Up from 76.2%	83.4%	86.7%
Teacher attendance rate	90.1%	Down from 93.3%	94.7%	94.9%
Average teacher salary	\$43,969	Up 7.7%	\$40,045	\$40,760
Prof. development days/teacher	7.9 days	Down from 16.5 days	13.8 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 15.3 to 1	17.2 to 1	18.9 to 1
Prime instructional time	89.0%	Up from 88.2%	89.0%	90.0%
Dollars spent per pupil*	\$10,490	Up 25.5%	\$6,702	\$6,044
Percent of expenditures for teacher salaries*	51.6%	Down from 57.5%	64.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brown's Ferry School began 2003-2004 with much enthusiasm and excitement. Continued focus on instruction, time on task, and high expectations for students and staff was required. The third year of the SC READS Grant supported additional year-long staff development in reading and writing for teachers in grades CD-3, as well as opportunities for adult education and childcare services.

Networking with the Blue Ribbon Schools of Excellence Project encouraged additional staff development and program awareness opportunities based on student needs. Total staff participation in Intel's Teach to the Future course promoted staff and student integration of technology into daily activities.

Grade-level sponsored curriculum nights' parenting sessions/dinners with Dr. Terry Alderman and Dr. Ron Miles focused on motivating the reluctant learner; biweekly newsletters from the principal and teachers; PTO attendance and SIC participation; as well as scheduled conferences supported parental involvement.

Retraining Grant monies were used to allow teachers an opportunity to visit schools, not only in state but out of state, exemplifying best practices. These monies also provided staff development in "Helping Students Who Learn Differently." Brown's Ferry staff and parents continue to work together to meet the goals of helping students to become critical thinkers and problem solvers as well as successful independent learners.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	79	33
Percent satisfied with learning environment	79.2%	75.9%	78.8%
Percent satisfied with social and physical environment	80.0%	83.3%	81.8%
Percent satisfied with home-school relations	64.0%	66.7%	75.8%

*Only students at the highest elementary school grade level at this school and their parents were included.